Discipline evaluation is part of the institution’s overall planning process. It is to be viewed as a critical self-study designed to review systematically the achievement of a discipline’s purpose and goals.

Discipline:

Report Prepared by: Department Chair and Discipline Member(s)

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<tr>
<th>Department Chair</th>
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<th>Discipline Member</th>
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<th>Others (Optional)</th>
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Report Submitted to: Vice President of Academic and Student Affairs and President

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<th>Vice President’s Name</th>
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<th>President’s Name</th>
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Report Copy for Institutional Research
Received by: Office of Institutional Research

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The students’ education is the first priority at Cape Cod Community College. As a learning-centered community, we value the contributions of a diverse population, welcome open inquiry, and promote mutual respect. The College offers a strong educational foundation of critical and creative thinking, communication competency, and a global multicultural perspective that prepares students for life and work in the 21st Century. Our liberal arts, sciences, and career programs provide educational pathways that serve the varied social, economic, and demographic characteristics of our community with a distinctive focus on sustainability. We honor our past, celebrate our present, and imagine our future.
CRITICAL SUCCESS INDICATORS, MEASURES AND STANDARDS

I. DISCIPLINE MISSION

I.1 Mission Statement
   I.1a. Discipline establishes mission and goals that are derived from and in support of the mission of the institution. (NEASC 1.4, 4.1)
   I.1b. Planning guides continuous discipline improvement. (NEASC 2.2, 4.8, 4.9)
   I.1c. Discipline complements/supports enrollment in other college programs.

II. DISCIPLINE DESIGN

II.1 Curriculum
   II.1a. Curriculum is directly related and appropriate to the purpose and goals of the institution. (NEASC 4.1)
   II.1b. Learning outcomes and skill standards required by the workforce/transfer institutions are documented. (NEASC 4.4)

II.2 Instruction
   II.2a. Students are provided written information about the goals and requirements of each course and the methods of evaluation to be employed. (NEASC 4.4, 10.5)
   II.2b. Methods of instruction must be appropriate to the goals of each course and the capabilities of the students. (NEASC 4.50, 5.15)
   II.2c. Instruction must be evaluated regularly and results used to ensure quality instruction. (NEASC 5.10, 5.16)
   II.2d. Instructional methodologies support nontraditional delivery. (NEASC 4.37, 4.38, 4.39)

III. DISCIPLINE OUTCOMES

III.1 Identification of students in the discipline
   III.1a. Student enrollments in discipline courses is adequate.

III.2 Student Completion
   III.2a. Course completion rates demonstrate discipline need and discipline effectiveness.
   III.2b. Students progress satisfactorily to upper-level courses.

III.3 Customer Satisfaction
   III.3a. Disciplines measure and document student satisfaction.

IV. DISCIPLINE RESOURCES

IV.1 Faculty
   IV.1a. The number of faculty is adequate to support the discipline. (NEASC 5.3)
   IV.1b. Faculty meet competency requirements for teaching in the discipline area. (NEASC 5.2)
   IV.1c. Disciplines provide professional development opportunities for faculty and demonstrate that such development occurs. (NEASC 5.12)
      Full-time discipline faculty participate in professional development activities each year. (NEASC 5.12)

IV.2 Budget Adequacy
   IV.2a. Budget is adequate to support the discipline. (NEASC 4.3, 4.9, 9.1)
V. DISCIPLINE SUPPORT SERVICES

V.1 Library and Other Learning Resources
   V.1a. Students and faculty are provided convenient, effective access to the library and other learning resources needed in their discipline. (NEASC 7.9, 7.10)
   V.1b. Library collections are sufficient in quality, level, diversity, quantity and currency to support and enrich the institution’s academic offerings. (NEASC 7.7)
   V.1c. The institution provides appropriate orientation and training for use of these resources. (NEASC 4.6, 7.8)

V.2 Instructional Support
   V.2a. Facilities, equipment, and institutional support services meet current technology standards and are adequate to support the discipline. (NEASC 8.1, 8.2)

V.3 Information/Educational Technology Resources and Systems
   V.3a. Information technology resources support disciplines at the appropriate levels. (NEASC 7.3, 7.5, 7.7)
IDENTIFIED STRENGTHS

List and comment on the major strengths of the discipline.
 IDENTIFIED WEAKNESSES

List and comment on the major weaknesses or needs for improvement in the discipline.
List and prioritize recommendations for improving the discipline (correcting identified weaknesses).

<table>
<thead>
<tr>
<th>Reference Standard</th>
<th>Recommendation</th>
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I. CRITICAL SUCCESS INDICATOR: DISCIPLINE MISSION

I.1 MEASURE: MISSION STATEMENT

I.1a STANDARD: Disciplines establish mission and goals that are derived from and support the mission of the institution. (NEASC 1.4, 4.1)

1. Does your discipline have a mission statement?
   - □ No
   - □ Yes, please respond to items 2-5.

2. State the mission of the discipline.

3. Where is the mission statement published?

4. Describe how the discipline’s mission, goals and objectives support the institution’s mission.

5. Does the discipline satisfy a unique goal(s) for the institution? Explain.

Recommendations:

I.1b STANDARD: Planning guides continuous discipline improvement. (NEASC 2.2, 4.8, 4.9)

1. Describe the discipline’s participation in the institution's ongoing planning process.

2. Who participates in the planning process? Explain their roles.

<table>
<thead>
<tr>
<th>Constituent</th>
<th>Role</th>
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<tbody>
<tr>
<td>□ Program Advisory Board Members (faculty/employers)</td>
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<td>□ Faculty</td>
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<td>□ Students</td>
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<td>□ Others</td>
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3. What are the measurable goals and objectives of the discipline?

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<th>Goals and Objectives</th>
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**Recommendations:**

I.1c. Standard: Discipline complements/supports enrollment in other college programs.

1. How does the discipline complement/support enrollment in other college programs?
II. CRITICAL SUCCESS INDICATOR: DISCIPLINE DESIGN

II.1 MEASURE: CURRICULUM
II.1a STANDARD: Curriculum is directly related and appropriate to the purpose and goals of the institution. *(NEASC 4.1)*

### Course Enrollment Trends

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1. What process is in place to evaluate the continued offering of low enrollment courses?

2. How often are Catalog descriptions of courses in the discipline reviewed for currency?
   
   *Supply a copy of the current catalog.*

3. How reasonable are course prerequisites?

4. How consistent are courses offered on multiple campuses in content and required skills level?

5. To what extent is the curriculum designed to consider the institutions to which students in the discipline transfer?

6. To what extent have articulation agreements for upper division study been developed?

7. Are students who complete courses in nontraditional formats required to acquire comparable levels of knowledge and competencies as in traditional format courses?

8. How well defined is the process by which course curriculum is developed and reviewed?
9. To what extent is information from outside sources used, such as comparison of syllabi from transfer institutions?

10. Are procedures in place to ensure that course content is up-to-date and appropriate for the level and goals of each course in the discipline?

11. To what extent does the curriculum identify the minimum skills necessary for each course in the discipline?

12. Is an adequate process (assessment and/or developmental course work) in place to assure that students enrolled can successfully complete discipline course work?

13. Is there an adequate process in place for review of textbooks?

14. To what extent do curriculum outlines demonstrate how each of the general education outcomes is incorporated into the curriculum content? Provide course outlines as evidence.

15. Are discipline courses scheduled to meet the needs of day and evening students?
   □ Yes  □ No, please explain:
   Provide discipline’s schedule as evidence.

Recommendations:
II.1b STANDARD: Learning outcomes and skill standards required by the workforce/transfer institutions are documented. (NEASC 4.4)

1. List the competencies that students who complete the discipline are expected to have upon completion of the coursework in the discipline.

2. How are these competencies verified (e.g. tests, portfolios, capstone course, course-by-course, other forms of assessment)?

3. How has your department used results of assessment? What changes have been made to your discipline as a result of the assessment?

4. How does your discipline assess student learning (comprehensive exams, portfolios, special projects, and special assignments)?

Recommendations:

II.2 MEASURE: INSTRUCTION
II.2a STANDARD: Students are provided written information about the goals and requirements of each course and the methods of evaluation to be employed. (NEASC 4.4, 10.5)

1. Are written course outlines available for all discipline courses? Provide copies as evidence.
   - ☐ Yes
   - ☐ No, please explain:

2. Are these outlines informative, thorough, accurate and reflective of current standards?
   - ☐ Yes
   - ☐ No, please explain:

3. How are these materials developed?

4. Who evaluates these materials?

5. Indicate date(s) and nature of most recent revision of the course outlines and objectives:

<table>
<thead>
<tr>
<th>Discipline Specific Course</th>
<th>Date Revised</th>
<th>Nature of Revisions</th>
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<tbody>
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</table>
II.2b STANDARD: Methods of instruction must be appropriate to the goals of each course and the capabilities of the students. (NEASC 4.50, 5.15)

1. Describe methods of instruction that are used in your discipline.

2. Do instructional methodologies utilize available technology?
   - □ Yes, please explain:
   - □ No, please explain:

3. Indicate recently implemented innovations in instructional methodology or use of technology:

<table>
<thead>
<tr>
<th>Course</th>
<th>Innovation</th>
<th>Date</th>
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</table>

4. Does the discipline curriculum require a dedicated lab?
   - □ Yes, please answer item 5.
   - □ No, please skip to II.3c Standard.

5. Do lab schedules allow time for demonstration and practice?
   - □ Yes
   - □ No, please explain:

Recommendations:
II.2c STANDARD: Instruction must be evaluated regularly and results used to ensure quality instruction. (NEASC 5.10, 5.16)

1. What means does your college use to evaluate instruction in the discipline?
   - □ Assessment of performance of students in subsequent courses
   - □ Assessment of performance of students in transfer institutions
   - □ Departmental tests
   - □ Peer review
   - □ Sampling of opinions of former students
   - □ Standardized tests and comprehensive exams
   - □ Student evaluation of instruction
   - □ Supervisor review
   - □ Other, please describe:

2. Describe how evaluation results are used to improve instruction in your department.

Recommendations:

II.2d STANDARD: Instructional methodologies support nontraditional delivery. (NEASC 4.37, 4.38, 4.39)

1. Indicate and describe offerings in the discipline through nontraditional formats.

<table>
<thead>
<tr>
<th>Nontraditional Format</th>
<th>Description Of Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Computer-Aided Instruction</td>
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<tr>
<td>□ Distance Education</td>
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<td>□ Dual Credit</td>
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<td>□ Flex Entry</td>
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<td>□ Independent Study</td>
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<td>□ Mini Term</td>
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<td>□ Project-Based Assignments</td>
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<td>□ Second Start</td>
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<td>□ Weekend College</td>
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<td>□ Others, please explain:</td>
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</table>

2. How does the discipline participate in the College Honors Program?

3. Describe the discipline’s participation in continuing education and contract training.

4. Does your department use business as a resource to expand nontraditional format learning opportunities in the discipline?
   - □ Yes
   - □ No, please explain:

Recommendations:
III. CRITICAL SUCCESS INDICATOR: DISCIPLINE OUTCOMES

III.1 MEASURE: IDENTIFICATION OF STUDENTS IN THE DISCIPLINE

III.1a STANDARD: Student enrollments in discipline courses is adequate.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Number of Students Taking Classes in the Discipline</th>
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<tbody>
<tr>
<td>2003-2004</td>
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<td>2004-2005</td>
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<td>2005-2006</td>
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</table>

1. Is the number of students taking courses in the discipline adequate?

Recommendations:

III.2 MEASURE: STUDENT COMPLETION

III.2a STANDARD: Course completion rates demonstrate discipline need and discipline effectiveness.

1. Does enrollment history reflect discipline need? Document by completing the table below.
   □ Yes
   □ No, please explain:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Academic Year Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Number of Sections</td>
<td>Number of Sections</td>
<td>Sections Total</td>
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<tr>
<td>2003-2004</td>
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<td>2004-2005</td>
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<tr>
<td>2005-2006</td>
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</table>

2. What efforts are in place to improve retention?

Recommendations:

III.2b STANDARD: Students progress satisfactorily to upper-level courses.

1. Are students placed correctly in classes in the discipline?
   □ Yes
   □ No, please explain:
2. What barriers do students in the discipline experience in progressing to upper-level courses in the same discipline?
   
a) at the college
   
b) at transfer institutions

Recommendations:

III.3 MEASURE: CUSTOMER SATISFACTION

III.3a STANDARD: Disciplines measure and document student satisfaction.

1. Student Survey: Measurement of student satisfaction is based on at least one of the following:
   
   □ Community College Survey of Student Engagement
   □ Focus Groups
   □ Noel-Levitz Student Satisfaction Inventory
   □ Other, please list:

Summarize student ratings based on measurements used by your discipline (may include interviews with students).

Provide documentation as evidence.

Recommendations:
IV. CRITICAL SUCCESS INDICATOR: DISCIPLINE RESOURCES

IV.1 MEASURE: FACULTY

IV.1a STANDARD: The number of full-time faculty is adequate to provide effective teaching, advising and scholarly or creative activity. (NEASC 5.3)

1. Supply the following information for your discipline for the current semester:

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<td>Number of Sections</td>
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2. Are available full-time faculty adequate to support the discipline?
   - Yes
   - No, please explain:

3. Is there at least one full-time faculty member with a primary teaching assignment in the discipline area?
   - Yes
   - No, please explain:

4. Is the department chair a faculty member in this discipline?
   - Yes
   - No, please explain:

5. Is release time assigned and is it adequate for the department chair to administer the discipline?
   - Yes
   - No, please explain:

6. Is administrative support adequate for assisting the department chair/program coordinator? (e.g. clerical support, college-level and system-level administration support)
   - Yes
   - No, please explain:
7. What role do faculty play in academic advisement?

☐ Yes
☐ No, please explain:

8. How are faculty made familiar with degree requirements, core curriculum, etc., so that they can better advise students?

9. How are faculty in the discipline involved with student organizations and college extracurricular activities?

Recommendations:

IV.1b STANDARD: Faculty meet competency requirements for teaching in the Discipline area. (NEASC 5.2)

1. Supply the information requested below for all full-time and part-time faculty teaching in your discipline in the current semester. Use Form 1 and attach.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Status FT/PT</th>
<th>Highest Degree/Certificate</th>
<th>Other Qualifications/Work Experience</th>
<th>Courses Taught</th>
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2. Do all program faculty meet the requirements for teaching in the program area?

☐ Yes
☐ No, please explain:

Recommendations:
IV.1c STANDARD: Disciplines provide professional development opportunities for faculty and demonstrate that such development occurs. *(NEASC 5.12)*

Full-time Discipline faculty participate in professional development activities each year. *(NEASC 5.12)*

1. Did each full-time faculty member in your Discipline participate in a professional development activity during the past year?
   - □ Yes
   - □ No, *please explain:*

   *Attach most recently completed “Additional Responsibilities Report” for full-time discipline faculty.*

2. Do part-time faculty in your Discipline have access to ongoing professional development activities?
   - □ Yes
   - □ No, *please explain:*

3. Are adequate opportunities and resources made available for faculty’s professional development needs?
   - □ Yes
   - □ No, *please explain:*

List needs not satisfied the last three years.

**Recommendations:**
VI.2 MEASURE: BUDGET ADEQUACY
IV.2a STANDARD: Budget is adequate to support the Discipline. (NEASC 4.3, 4.9, 9.1)

1. Is the discipline budget adequate to meet discipline needs?
   - ☐ Yes
   - ☐ No, please explain:

2. Compare the enrollments to budgetary resources over the past three years and indicate any concerns.

Recommendations:
V. CRITICAL SUCCESS INDICATOR: DISCIPLINE SUPPORT SERVICES

V.1 MEASURE: LIBRARY AND OTHER LEARNING RESOURCES

V.1a STANDARD: Students and faculty are provided convenient, effective access to library and other learning resources needed in their program. (NEASC 7.9, 7.10)

1. Indicate library resources that are needed to support students in your program and the current level of access to those resources:

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<tr>
<th>Resource</th>
<th>Student Level of Access</th>
<th>Faculty Level Of Access</th>
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<td>Adequate</td>
<td>Inadequate</td>
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<td>Closed reserve listing</td>
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<td>Internet access</td>
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<td>Remote access</td>
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<td>Interlibrary loan</td>
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<td>Other, please list:</td>
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Recommendations:

V.1b STANDARD: Library collections are sufficient in quality, level, diversity, quantity and currency to support and enrich the institution’s academic offerings. (NEASC 7.7)

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<th>Resource</th>
<th>Student Level of Access</th>
<th>Faculty Level Of Access</th>
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<td>Quality</td>
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<td>Level</td>
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<tr>
<td>Diversity</td>
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</tbody>
</table>

Recommendations:

V.1c STANDARD: The institution provides appropriate orientation and training for use of these resources. (NEASC 4.6, 7.8)

<table>
<thead>
<tr>
<th>Library staff provides orientation and training.</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

NUMBER OF STUDENTS SERVED _______
1. Do students and faculty in the discipline have the facilities and instructional support services they need for effective learning?

<table>
<thead>
<tr>
<th>Service</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Comment on Inadequacies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiovisual equipment</td>
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<tr>
<td>Bookstores</td>
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<tr>
<td>Classrooms</td>
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<tr>
<td>Classroom supplies</td>
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<tr>
<td>Duplicating services</td>
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<tr>
<td>Group study areas</td>
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<tr>
<td>Individual study areas</td>
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<tr>
<td>Instructional Technology</td>
<td></td>
<td></td>
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<tr>
<td>Learning assistance centers</td>
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<td></td>
<td></td>
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<tr>
<td>Library resources</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Meeting space</td>
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<tr>
<td>Multimedia equipment</td>
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<tr>
<td>Office space</td>
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<tr>
<td>Open access computers</td>
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<td>Parking</td>
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<td>Work space</td>
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<tr>
<td>Other, please list:</td>
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</tbody>
</table>

2. Are adequate tutorial services available to support learning for students taking courses in the discipline?
   - ☐ Yes
   - ☐ No, please explain:

3. Do faculty receive adequate support from the college ADA counselor in providing reasonable accommodations for self-declared ADA students taking courses in the discipline?
   - ☐ Yes
   - ☐ No, please explain:
4. Describe the secretarial support provided for the discipline’s department.
   - □ Full-time
   - □ Part-time, please explain:
   - □ None
   Is the level of support adequate for effective departmental operations? If not, please explain.

5. What specialized equipment is used in the classroom to support instruction in the discipline?

6. Is available specialized classroom equipment adequate to meet discipline needs?
   - □ Yes
   - □ No, please explain:

7. Is a lab required to support instruction in the discipline?
   - □ No
   - □ Yes, please describe.

8. Does the discipline require a dedicated lab (e.g. science lab, language lab, computer lab, or studio)?
   - □ No
   - □ Yes, please identify.

9. Are dedicated labs adequate to contribute to effective learning in the discipline?
   - □ Yes
   - □ No, please explain:

10. For labs using hazardous materials, is there a safety process in place with appropriate regulations regarding disposal, handling, and storage?
    - □ Yes
    - □ No, please explain:
11. Do students and faculty in the discipline have access to a teaching and learning center or learning assistance center?
   □ No
   □ Yes, (1) please identify type of Center and location and indicate whether support services, hardware, software, multimedia or other instructional materials are adequate to support effective learning.

Use Worksheet 2, if needed, and attach.

<table>
<thead>
<tr>
<th>Type of Center</th>
<th>Location</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Identify Inadequacies</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

(2) Are any additional services needed to support effective learning? If so, please explain.

Recommendations:

V.3 MEASURE: INFORMATION/EDUCATIONAL TECHNOLOGY RESOURCES AND SYSTEMS
V.3a STANDARD: Information technology resources support disciplines at the appropriate levels. (NEASC 7.3, 7.5, 7.7)

1. Identify the information technology resources needed by faculty and staff in the academic discipline and rate the availability and adequacy of those resources.

<table>
<thead>
<tr>
<th>Resource Needed</th>
<th>Available</th>
<th>Not Available</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Databases</td>
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<tr>
<td>Distance Learning</td>
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<tr>
<td>E-mail Accounts</td>
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<tr>
<td>Internet Access</td>
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<tr>
<td>Video Conferencing</td>
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<tr>
<td>Other, please list:</td>
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</tbody>
</table>

Please comment on any resource that is checked as needed but is not available or is inadequate.

2. Do discipline faculty have adequate access to information/education technology training?
   □ Yes
   □ No, please explain:
3. Do faculty in the discipline have adequate access to the computer hardware, software, and communication network necessary for instructional preparation and to access available information technology resources?
   □ Yes
   □ No, please explain:

4. Is the level of technical support adequate for the information technology resources used by faculty and staff?
   □ Yes
   □ No, please explain:

Recommendations:
Check items provided as evidence to support the completed Discipline Review packet.

<table>
<thead>
<tr>
<th>Reference</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std. II.1a</td>
<td>Current College Catalog</td>
</tr>
<tr>
<td>Std. II.1a</td>
<td>Current Class Schedule for discipline courses</td>
</tr>
<tr>
<td>Std. II.3a</td>
<td>Course Outlines</td>
</tr>
<tr>
<td>Std. III.3a</td>
<td>Document of Student Satisfaction Surveys</td>
</tr>
</tbody>
</table>
Check attachments that are included with completed Discipline Review packet.

<table>
<thead>
<tr>
<th>Reference</th>
<th>Attachment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Std. II.1b</td>
<td>Discipline Competency Profile</td>
</tr>
<tr>
<td>□ Std. II.1b</td>
<td>Faculty Roster (Form 1)</td>
</tr>
<tr>
<td>□ Std. IV.1c</td>
<td>“Additional Responsibilities” Forms for Program Faculty</td>
</tr>
<tr>
<td>□ Std. V.5a</td>
<td>Program Advisory Board Profile (Form 2)</td>
</tr>
<tr>
<td>□ Std. V.2b</td>
<td>Teaching and Learning Centers or Learning Assistance Centers (Form 3)</td>
</tr>
<tr>
<td>□ Std. V.5b</td>
<td>Program Advisory Board Minutes</td>
</tr>
<tr>
<td>Instructor 's Name</td>
<td>Status FT/PT</td>
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</table>
Demonstrate the diversity of your program advisory board by supplying the number of representatives for each category listed in the following table.

**Total Number Program Advisory Board Members = ____**

<table>
<thead>
<tr>
<th>Committee Diversity</th>
<th>Number Represented</th>
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<tbody>
<tr>
<td>Gender</td>
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<tr>
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<td>African American</td>
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<tr>
<td>Hispanic</td>
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<tr>
<td>Asian/Pacific Islander</td>
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<td>Native American</td>
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<td>Nonresident Alien</td>
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<tr>
<td>Large Business</td>
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<tr>
<td>Small Business</td>
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</table>
### Form 3
**TEACHING AND LEARNING CENTERS OR LEARNING ASSISTANCE CENTERS**

<table>
<thead>
<tr>
<th>Type of Center</th>
<th>Location</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Identify Inadequate</th>
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